Appendix G Classroom Observations

RiPP Classroom Observations

Instructions

- Preparation Obtain information on the specific lesson to be observed and review the lesson plan. Become familiar with the goals and objectives for the lesson, specific activities and teaching techniques, and sequencing of the lesson elements.
- During the lesson Have a copy of the lesson plan available for reference.
- Observe an entire lesson/class.
- Begin filling out this form during the lesson and complete it as soon as possible following the lesson.

Dis	strict:	Today's Date:		
Scl	nool:	Start time:	a.m.	p.m.
Tea	acher:	End time:	a.m.	p.m.
Ob	server:	Lesson name/number	:	
Gra	ade:	1		
Nu	mber of students in attendance:			
A.	General Observations			
1.	Were there any special circumstances that interrupted	instruction? (Mark all tha	t apply.)	
	Unexpected school activity that shortened class time (e	e.g., assembly)		
	Discipline issue that needed to be addressed during cla	ass		
	Conflict or event outside of classroom that needed to b	e addressed		
	Fire/tornado drill			
	Delayed opening/early closing			
	Other:			
2.	Is a poster of SCIDDLE and RAID displayed in a visible	location in the classroor	m?	
	Yes No			

B. Observation of Lesson

1. I	Use	of	teaching	technia	ues
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Did the teacher follow the same teaching techniques as outlined in the lesson plan (e.g., lecture, class discussion, small group, brainstorming, game, role play, worksheet)?

Techniques outlined in lesson:	
Techniques used by teacher:	

2. Fidelity to the lesson

a. Were the lesson's objectives met?

1	2	3	4	5	6	7
Not at all well						Very Well

1 = Not at all well	4 = Moderately well	7 = Very well
The teacher fails to meet any of the lesson's objectives.	The teacher meets some but not all the lesson's objectives	The teacher clearly meets all of the lesson's objectives

b. Were the necessary materials present?

1	2	3	4	5	6	7
Not at all						Completely

1 = Not at all	4 = To some extent	7 = Completely
The teacher has none of the materials ready prior to the lesson	The teacher has some of the materials ready prior to the lesson	The teacher has all materials ready prior to the lesson

C.	Wa	as there evider	nce of planning	J ?				
		1	2	3	4	5	6	7
		None						7 A lot
		1 = N	lone		4 = Some			7 = A lot
	to	The teacher do o have planned esson			ner seems to airly well for			ner seems to have very well for the
d.	То	what extent d	id the teacher	follow the ins	tructions for	r the activi	ties in this I	esson?
		Not at al	I					
		For 1 or	2 activities					
		For mos	t but not all					
		Always						
e.		ere any of the	activities altere	ed? Ye	s No			
f.		d the sequenc	e of instruction	match the w	ritten curric	:ulum?		
			ny steps were					
			at – a few step		-			
			material was p	•				
Stu	den	t engagement	·		·			
	a.	How interacti	ve was the less	son?				
		Not at a	II A	little	Some	е [Very m	uch
	b.	Were student	s engaged?					
		Not at a	II A	little	Some	e [Very m	uch
	C.	Did the teach	er allow studer	nts to expres	s their opini	ons?		
		Not at al	П Д	little	Some	е [Very m	uch
	d.	Did the teach	er carry out as	signments w	ith enthusia	sm?		
		Not at a	П Д	little	Some	e [Very m	uch

3.

	e.	Were there disruptions during c	lass due to s	student behavior	oroblems?					
		Yes – numerous incidents								
		Somewhat – 1 or 2 incident	s							
		No – no incidents								
	f.	If there were disruptions due to disruptions so as to minimize th			id the teacher	· manage	these			
		No – student behaviors clea	arly disrupte	d the class						
		Somewhat – the teacher managed disruptions to some extent Yes – the teacher was clearly able to manage behaviors of lesson delivery								
		Yes – the teacher was clearly able to manage behaviors								
4.	Quality									
	a.	Overall, did the teacher state the	e nurnose a	nd objectives clea	arly?					
	u.		o parpood a	•	•	0	-			
		1 2 Not at all well	3	4	5	6	Verv Well			
							,			
		1 = Not at all well	4 = M	oderately well	7	= Very w	/ell			
		The teacher fails to convey the objectives, purpose, or key points of the lesson.	The teache objectives.	er conveys the		The teacher states the objectives/purpose of the				
	b.	Overall, how well did the teache		·						
		1 2 Not at all well	3	4	5	6	7 Very Well			
		1 = Not at all well	4 = M	oderately well	7	= Very w	/ell			
		The teacher fails to explain key concepts for students who did not understand.	who are ha	er assists student aving difficulty ding the concepts	students' . key points	The teacher checks students' understanding of key points and is able to clarify points for them.				

C.	Overall, how kn	owledgeable wa	as the teac	her about the	lesson?			
	1	2	3	4	5	6	7	
	Not at all						Very	
	1 = No	ot at all	4	= Moderately	•	7 = Ve	ry	
	The teacher does not seem knowledgeable about the key points in the lesson			cher seems fa geable about ts.		The teacher seems very knowledgeable about the key points of the lesson.		
d.	Somewhat	ed – did not orga	anize stud	ents well or di	d not ha	ve materials organ what but not comp		

5. Completeness of lesson delivery

Use the following Activity Checklists to indicate whether or not specific elements of the lesson were completed. For each activity, mark 'yes' if the element of the lesson was completed and 'no' if not completed.

Activity Checklist - Grade 6

-	Yes	No		Yes	No
Lesson 1: Getting Acquainted			Lesson 10 – Deciding Among Your Options	5	
Introduction: Who Am I?			Review		
What is RiPP?			Looking at Goals		
Names in Motion			Conflict and Goals		
Welcoming Activity			Closure		
Closure			Lesson 11 – The Violence Web/Support		
Lesson 2: Impact	•		Review		
Introduction			The Many Names of Violence		
Discussion: Impact of Violence			Violence Web or Alt Activity		
Closure			Blocks to Violence		
Lesson 3: Ground Rules/Intro			The RiPP Web of Support		
Games			Lesson 12 – Decide Option One: Avoid		
Homicide			Review		
Ground Rules			Introducing AVOID		
Intro of SCIDDLE and RAID			How to Avoid with Dignity		
Lesson 4: Making RiPP Real			Developing a Personal Plan for Safety		
Game			Closure		
Conflict and Making RiPP Real			Lesson 13 – Decide Option Two: IGNORE		
Making RiPP Real			Review		
Discussion: Steps in SCIDDLE/RAID			When to Use Ignore		
Students generate "Real Life" Probs			How to Use Ignore		
Review Questions			Self-Talk		
Lesson 5 – Stop and Calm Down			Demonstrating Self-Talk		
Review			List of Positive Self-Talk Statements		
Discussion: Physiology and Emotion			Journal Closure Activity		
Identify How It Feels			Lesson 14: Decide Option Three: When Diff	fuse	
Breathing Techniques for Calming Down			Opening		
Lesson 6 – Identifying Your Feelings			What's Really Going ON?		
Review and Self-Talk			Taking the Bait and Expecting the Worst		
Role-Playing Emotions and Feelings			Staying on Center		
Journal Closure Activity			Diffuse		
Lesson 7: Identifying the Problem I			Lesson 15: Decide Option Three: How Diffu	ise	
Review			Review		
Introduction			Diffuse Options		
What's the Problem (Small Groups)			Ways to Diffuse/Rumor		
Lesson 8: Identifying the Problem II			Closure		
Review and Introduction			Lesson 16: Decide Option Four: RESOLVE		
Tolerance			Review		
Face to Face			Introduction to RESOLVE		
Closure and Review Questions			Rules for RESOLVE		
Lesson 9 – Look Back and Evaluate			Journal Closure Activity		
Review					
Like It or Not Activity					
Consequence Activity					
Closure					

Activity Checklist - Grade 7

	Yes	No		Yes	No
Lesson 1: Getting Acquainted			Lesson 10 – Deciding Among Your Options	<u> </u>	
Introduction: Who Am I?			Review		
What is RiPP?			Looking at Goals		
Names in Motion			Conflict and Goals		
Welcoming Activity			Closure		
Closure			Lesson 11 – The Violence Web/Support		
Lesson 2: Impact			Review		
Introduction			The Many Names of Violence		
Discussion: Impact of Violence			Violence Web or Alt Activity		
Closure			Blocks to Violence		
Lesson 3: Ground Rules/Intro			The RiPP Web of Support		
Games			Lesson 12 – Decide Option One: Avoid		
Homicide			Review		
Ground Rules			Introducing AVOID		
Intro of SCIDDLE and RAID			How to Avoid with Dignity		
Lesson 4: Making RiPP Real			Developing a Personal Plan for Safety		
Game			Closure		
Conflict and Making RiPP Real			Lesson 13 – Decide Option Two: IGNORE		
Making RiPP Real			Review		
Discussion: Steps in SCIDDLE/RAID			When to Use Ignore		
Students generate "Real Life" Probs			How to Use Ignore		
Review Questions			Self-Talk		
Lesson 5 – Stop and Calm Down			Demonstrating Self-Talk		
Review			List of Positive Self-Talk Statements		
Discussion: Physiology and Emotion			Journal Closure Activity	_	Ш
Identify How It Feels			Lesson 14: Decide Option Three: When Dif	fuse	
Breathing Techniques for Calming Down			Opening		
Lesson 6 – Identifying Your Feelings			What's Really Going ON?		
Review and Self-Talk			Taking the Bait and Expecting the Worst		
Role-Playing Emotions and Feelings			Staying on Center		
Journal Closure Activity			Diffuse	_	
Lesson 7: Identifying the Problem I			Lesson 15: Decide Option Three: How Diffu	ise 🗆	
Review			Review		
Introduction What's the Problem (Small Groups)			Diffuse Options Ways to Diffuse/Rumor		
Lesson 8: Identifying the Problem II	+ -		Closure		
Review and Introduction			Lesson 16: Decide Option Four: RESOLVE		
Tolerance			Review		
Face to Face			Introduction to RESOLVE		
Closure and Review Questions			Rules for RESOLVE		
Lesson 9 – Look Back and Evaluate			Journal Closure Activity		
Review			Souther Globale Fictivity		
Like It or Not Activity					
Consequence Activity					
Closure					

Activity Checklist - Grade 8

	Yes	No		Yes	No
Lesson 1: Getting Acquainted			Lesson 10 – Deciding Among Your Options		
Introduction: Who Am I?			Review		
What is RiPP?			Looking at Goals		
Names in Motion			Conflict and Goals		
Welcoming Activity			Closure		
Closure			Lesson 11 – The Violence Web/Support		
Lesson 2: Impact			Review		
Introduction			The Many Names of Violence		
Discussion: Impact of Violence			Violence Web or Alt Activity		
Closure			Blocks to Violence		
Lesson 3: Ground Rules/Intro			The RiPP Web of Support		
Games			Lesson 12 – Decide Option One: Avoid		
Homicide			Review		
Ground Rules			Introducing AVOID		
Intro of SCIDDLE and RAID			How to Avoid with Dignity		
Lesson 4: Making RiPP Real			Developing a Personal Plan for Safety		
Game			Closure		
Conflict and Making RiPP Real			Lesson 13 – Decide Option Two: IGNORE		
Making RiPP Real			Review		
Discussion: Steps in SCIDDLE/RAID			When to Use Ignore		
Students generate "Real Life" Probs			How to Use Ignore		
Review Questions			Self-Talk		
Lesson 5 – Stop and Calm Down			Demonstrating Self-Talk		
Review			List of Positive Self-Talk Statements		
Discussion: Physiology and Emotion			Journal Closure Activity		
Identify How It Feels			Lesson 14: Decide Option Three: When Dif		
Breathing Techniques for Calming Down	\perp		Opening		
Lesson 6 – Identifying Your Feelings			What's Really Going ON?		
Review and Self-Talk			Taking the Bait and Expecting the Worst		
Role-Playing Emotions and Feelings			Staying on Center		
Journal Closure Activity			Diffuse	_	
Lesson 7: Identifying the Problem I			Lesson 15: Decide Option Three: How Diffu	use □ □	
Review			Review		
Introduction			Diffuse Options		
What's the Problem (Small Groups)			Ways to Diffuse/Rumor		
Lesson 8: Identifying the Problem II			Closure		
Review and Introduction			Lesson 16: Decide Option Four: RESOLVE		
Tolerance			Review		
Face to Face			Introduction to RESOLVE		
Closure and Review Questions	+ -		Rules for RESOLVE		
Lesson 9 – Look Back and Evaluate			Journal Closure Activity		├_
Review					
Like It or Not Activity					
Consequence Activity Closure				1	\vdash